

NATIONAL CONGRESS BULLETIN

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Dear Local Presidents:



Mrs. L. W. Hughes

As the year progresses, I am greatly encouraged by the reports I receive from various sources about the successful functioning of the National Congress. A tremendous demand for additional membership cards—even

before early enrollments are complete—indicates a remarkable upsurge of interest in parent-teacher work. Then, too, more and more men, I am told, are not only joining the P.T.A. but are also taking an important part in the activities of the local unit. This is indeed good news, for we need and value their energetic participation in parent-teacher affairs. Furthermore, our children feel a deeper sense of security when they see their fathers and mothers working side by side for the welfare of the community and its young people.

Abounding Praise for Our Program. Work is steadily going forward on all phases of our Four-Point Program, a program of which we can be deservedly proud. You will be pleased to know that I have had scores of complimentary letters about the program from educators, from persons prominent in civic affairs, and even from several of our outstanding statesmen. All of them commended the National Congress for its foresight in adopting such a practical blueprint for effective action. I want to quote from one of these letters:

"I don't know how you did it, but your organization has achieved something unique in boiling down into four areas the heretofore scattered activities that we tried to corral and describe as 'the national program.' May I also commend

you for having chosen four subjects that so closely tie in with today's world problems."

Such letters add immeasurably to our confidence and should help us to scale still greater heights of success.

University Project Is Commended. Our joint project with Northwestern University—the program to promote home-school cooperation as described in the September issue of the *Bulletin*—is commanding nationwide, perhaps even world-wide, attention. A leading educator told me recently that he thinks the project is one of the most significant forward steps taken in the educational field during the last twenty-five years—a true pioneer effort to build community understanding of good home-school relations. The National Congress, he pointed out, has realized that the young person who is considering teaching as a career is a strategic cog in the development of close parent-teacher harmony. And he went on to predict that many other universities and teacher education colleges would soon be offering courses that follow this fresh, new pattern.

In discussing the same project, a school superintendent made this statement:

"The P.T.A. is here to stay, and it is time we stopped remembering the few mistakes committed in its name and pay more attention to the *big* things it has done and is doing for education in general. Any group that has the vision and the will to take the lead in the kind of program you folks have inaugurated at Northwestern is an organization that has to be reckoned with whenever and wherever the word 'leadership' is mentioned."

Our P.T.A. Magazine. I am much encouraged, too, by the evidence that you are making good use of the *National Parent-Teacher* in developing the fourth area of our Four-Point Program: *parent and family life education*. The subscriptions that are pouring in at the magazine office give tangible proof of your efforts along this line. I urge

you to do even more, if possible, to increase the circulation of this excellent publication. Every P.T.A. member will profit exceedingly from the information presented in its pages each month by experts in many fields. I hope that each of our 28,000 local associations is taking subscriptions and that an air of enthusiasm pervades all promotion of the official P.T.A. magazine.

Issues of the Day. Now although we have reason to be gratified because so many of our plans are bearing fruit, there are other features of our work that need to be stressed again at this time. I refer particularly to our legislation program, which appears elsewhere in this issue. There are two timely items of tremendous import included in it: support of the United Nations and solution of the displaced-persons problem.

The United Nations. At the moment American newspapers and radio commentators are highlighting the sometimes bitter disagreements occurring at Lake Success. Needless to say, these reports are discouraging, but we must not allow them to shake our faith in the United Nations organization. It is our *only hope* for world peace! Remember our own national government was not shaped in a spirit of perfect accord; there were bickerings and arguments before our democracy emerged from its swaddling clothes. And if it takes time to build understanding among those who share a common language and a mutual heritage, how much longer must it surely take to hurdle the barriers of different tongues, of varying customs and standards of conduct! Let us not become impatient simply because certain delegates of the United Nations sometimes distrust each other's motives. Instead, let us remind ourselves that these intelligent statesmen have already succeeded in reaching many constructive agreements and take hope that they will reach many more in the future.

The Displaced-Persons Problem. Your national Board of Managers has approved the Stratton bill, which provides

a plan for admitting to this country a certain number of displaced persons during the next four years (see page 8 for more information on this measure). America's position of leadership in world affairs demands that we set an example for other nations who are also considering the admission of displaced persons.

The National Congress is one of many organizations interested in seeing that these homeless, downtrodden men, women, and children are given an opportunity to rebuild their lives in an environment free from fear and hardship. As we approach the Thanksgiving season, let us contrast our bounteous blessings with the deprivations of these destitute souls. God in His goodness has preserved our nation from the ravages of actual combat on our shores; our homes and schools are still standing secure, not reduced to rubble by our foes. The least we can do, then, to show our gratitude is to open our doors to those who have nowhere else to turn for even a small degree of happiness. See your congressmen while they are at home, and urge them to carry out your wishes in regard to the passage of the Stratton bill.

Thanksgiving can and should be far more than a rejoicing at our own good fortune. This year it might well be a time for satisfaction at having helped to provide a future "thanksgiving" on the part of these distraught human beings. They have had so little to be thankful for these many years!

Faithfully yours,

Mabel W. Hughes
President
National Congress of Parents and Teachers

HIGHLIGHTS OF THE MONTH . . .

In the November issue of
**NATIONAL PARENT-TEACHER:
THE P.T.A. MAGAZINE**

When Home and School Disagree

by *Ivan A. Booker*

• An old friend to parent-teacher members is Dr. Booker, who treats a stimulating subject with eminent skill. He not only outlines the most common areas of disagreement; he tells us what to avoid along the pathway toward home-school cooperation and what will help to make the highway smooth and firm. For every parent, teacher, administrator, and school board member, this article is virtually a *must*.

Emotional Growing Pains

by *James L. Hymes, Jr.*

• "It isn't what you know; it's *how you feel*." Upon this statement the author builds a discerning and sympathetic article on our children's emotional growth. In illuminating the process Mr. Hymes shows us how we can lessen the growing pains by giving our youngsters warm affection and strong, friendly support.

Traveling with Children

by *Grace Langdon*

• In her article Dr. Langdon does not attempt to settle the argument of whether or not children *ought* to travel; she simply accepts the fact that they *do*. Thereupon she proceeds to give their parents some valuable suggestions on how to make sure that a trip, either by train or automobile, becomes a happy, comfortable, rewarding journey.

Anemia—Foe of Childhood

by *W. W. Zuelzer, M.D.*

• Many important facts about childhood anemia are here brought to light by a specialist in the field. Every parent will want to know more about the early detection, prevention, and treatment of this disease. Common misconceptions are also dispelled by this competent discussion, phrased in terms that ordinary laymen can readily understand.

TOKYO P.T.A.

No one can possibly say that the Parent-Teacher Association of the Tokyo American School in Japan lacks participation by its male members! Men compose the entire roster of officers who assumed their duties in August, and the president is none other than Brigadier General Ivan Farman. This bit of news was forwarded in a clipping from a soldier with the American forces in Korea—Kenneth C. Sanow, son of Mrs. N. L. Sanow, *National Parent-Teacher* magazine chairman for District 23, Chicago.

UNESCO: The First Year

by *Milton S. Eisenhower*

• Probably no one is better qualified to explain the functions of the U.S. National Commission for UNESCO than its chairman, Mr. Eisenhower. This article should give every *National Parent-Teacher* reader a clearer understanding not only of the commission but of UNESCO itself.

Better Lives for All Our Children

3. The First Security—Love

by *Bonaro W. Overstreet*

• This month Mrs. Overstreet suggests we look to our tiny toddlers for a lesson about the first security: love. Exploring "the twin needs of human nature—to be an individual and yet to belong with others," she delves deeply into the true meaning of mature love, which is "the highest and happiest of human powers."

NATIONAL CONGRESS BULLETIN

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Delegates at the Tenth Annual Convention of the Canadian Federation of Home and School held at Sackville, New Brunswick. Seated eighth from the left is Mrs. Newton P. Leonard, vice-president from Region 1, who served as National Congress representative and at one session spoke on "Lessons We Have Learned from Parent-Teacher Work in the United States." At her right is Dr. S. R. Laycock, retiring president of the Canadian Federation.



FOUR-POINT PROGRAM OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1. School Education
2. Health
3. World Understanding
4. Parent and Family Life Education

CONGRESS PUBLICATIONS

THE key to learning is first a yearning—a desire to gain accurate information in order to communicate better with others. Chairmen of Congress publications are the key persons to whom local associations look for such information, for reliable guidance in obtaining facts about every phase of parent-teacher work.

In promoting the Four-Point Program, let us be reminded that by the way we act and talk we demonstrate those democratic ideals in which we believe and challenge others to follow in our path. As a publications chairman, remember that if *you* write about a new pamphlet or quote from a printed page, your example will be followed. If *you* talk freely about our great organization, others will be impelled to talk about it, too.

In our Congress publications the best thinking of experts in the field of child welfare through fifty years has been recorded for our use. Accordingly, within the National Congress with its vast membership and coast-to-coast coverage, we have the power to:

1. Revolutionize public opinion about *world friendliness*.
2. Solve *health* problems.
3. Raise standards of *family living*.
4. Provide better *educational* opportunities for our children.

Almost every paragraph of the Four-Point Program makes reference to one or more Congress publications, which in turn contain basic parent-teacher ideals on every printed page. Therefore, it is the responsibility of publications chairmen to let people know in which of our books or pamphlets there is material on the very point in question.

The *National Parent-Teacher* plus all the other publications are the VOICE of the parent-teacher organization. We, the chairmen of Congress publications, are the people who must make that voice increasingly vibrant through the years.

—Mrs. E. T. Hale

HIGH SCHOOL SERVICE

THE high school service chairman must seek ways of bringing the Four-Point Program to the attention of both the student group and the parents. Here are a few of the ways in which this may be accomplished with each area of the program:

School Education

1. Keep parents informed about the high school program, including all proposals for new courses.

SUGGESTIONS FROM OUR NATIONAL CHAIRMEN

Each month several of our national chairmen will offer suggestions for promoting the Four-Point Program. These suggestions should be passed on immediately to the corresponding local chairman as well as to the local Four-Point Program committee. State chairmen, too, are in a strategic position to show how local committees can build unified P.T.A. programs that will bring the full effort of all workers to bear directly on the development of this nation-wide program.

2. Engage in a definite campaign to interest the finest students in senior classes in teaching as a career. Endeavor to secure scholarships for those who need them.

Health

1. Cooperate with the local health unit, the school lunch committee, and nonprofessional community agencies in promoting testing programs for both adult and student groups, including tests for tuberculosis, cancer, and other diseases.
2. Encourage school administrators to include a unit on venereal disease control along with the study of other communicable diseases in regular health classes. A unit on the reproductive system also might well be studied along with the circulatory and respiratory systems.

World Understanding

1. Organize study groups in international relations, and arrange panel discussions on lively current topics.
2. Include representatives of all racial, cultural, and religious groups as participants in discussion groups on other phases of the yearly program.
3. Encourage high school clubs to discuss intercultural and interracial problems.
4. Sponsor youth groups which are nondiscriminatory in their membership.

Parent and Family Life Education

1. Plan a series of programs—radio dramatizations, study groups, panel discussions, or lectures—based on various phases of family relationships.
2. Seek to have included in the high school curriculum additional courses on preparation for marriage and general family relations. See that these are available to both boys and girls.

—Mrs. Harry H. George

CHARACTER AND SPIRITUAL EDUCATION

BECAUSE the home is the first character school and parents the child's first teachers of religion, the Committee on Character and Spiritual Education finds itself most closely linked to the fourth area in the Four-Point Program: *parent and family life education*. However, it is an important part of all four areas, for the love of God is a child's hope and inspiration, his shield and defense against the adversities of life.

The following are some suggestions on how character and spiritual education committees may help to promote the Four-Point Program:

1. Seek constantly to remind parents of their duty in stressing spiritual values in daily living.
2. Encourage families to attend church together. As is stated in the 1947 *Findings*: "Insurance for the development of the whole child makes it advisable that spiritual experiences be shared in the family. An effective part of these experiences is attendance at the church of the family faith."
3. Cooperate with the school education and world citizenship committees in aiding young people to find their place in the modern world. School education prepares a child to make a living, while spiritual education prepares him to live peaceably in one world, shapes his attitudes toward his fellow men.
4. Give especial attention to the American Education Week programs on "Securing the Peace," "Building America's Future," and "Supporting Adequate Education."
5. Support a balanced health program that will stress mental, spiritual, and emotional health as well as physical fitness.
6. Cooperate with the school lunch program in suggesting interdenominational blessings that may be used in school. The school lunch program will be improved by this emphasis on the saying of grace before meals.
7. Work toward harmonious relationships between the home, the school, and the church, so that all three may work together with greater insight and understanding. Then will our whole society be geared to more effective living.

—Mrs. R. V. Hall

HOME AND FAMILY LIFE

THE success of the Four-Point Program depends upon the quality of individual citizenship. Therefore the enrichment of home and family life is an important parent-teacher obligation. These are some suggestions for the local Four-Point Program committee:

1. Stress family influence and parental example as the strongest factors in establishing firm religious values and cultivating in children a sense of social intelligence and a respect for authority.
2. Educate townspeople as to the highest standards of physical and mental health, and encourage the meeting of such standards.
3. Aid in setting up an advisory council to assist in home and family life education.
4. Cooperate with other character-building organizations in sponsoring hobby clubs, art exhibits, craft displays, and other devices to encourage the creative arts.
5. Help to establish re-creation centers for young and old.
6. Cooperate with the school in fostering occasions featuring the music, art, foods, games, folk lore, and customs of various nationalities.
7. Publicize acceptable dietary patterns and encourage their use in the home, school, and community. The school lunch is an excellent medium for establishing good food habits and for stimulating family acceptance of better practices.

—Dr. A. Pauline Sanders

• Please refer to page 25 of the November issue of *National Parent-Teacher* for information concerning motion pictures suitable for use in connection with Four-Point Program activities. The films were selected for your consideration by Dr. Bruce Mahan, National Chairman, Committee on Visual Education.

PROCEDURE AND BYLAWS

THE greatest contribution that the Committee on Procedure and Bylaws can make to the success of this program is to build organization strength in each division of the Congress.

1. To construct, throughout the Congress, a coordinated and effective framework of bylaws, standing rules, and procedures particularly adapted to the needs of each unit of organization. This will mean that local association bylaws must be in harmony with state and national bylaws and, to ensure this, should be state-approved. Then these bylaws must be carefully observed in conformance with national objectives and policies.
2. To promote the highest possible effectiveness in group action by training members and leaders for competence in parliamentary procedure. In well-conducted parent-teacher meetings, the business session operates like an efficient machine.

Beginning on time and operating in an orderly and quiet manner, the meeting gives all members an opportunity to express themselves and to vote on questions dealing with the policies, program, and activities of the association.

—Mrs. H. F. Godeke

COOPERATION WITH COLLEGES

IN presenting the work of the parent-teacher organization to college students and faculty, the Four-Point Program may be utilized most effectively in the following ways:

1. As a framework on which to develop a well-rounded presentation on the National Congress, showing:
 - a. The necessity for home and school cooperation in essential areas.
 - b. The value of the P.T.A. to the home, school, and community.
 - c. The value to the individual in fostering better parent-hood and citizenship.
 - d. The practical application of the policies of the National Congress in carrying out actual projects.
2. As the general theme of a workshop or institute sponsored jointly by the college and the P.T.A., according to one or more of these plans:
 - a. The general sessions might handle the broader aims and objects of parent-teacher work, and four sections meeting separately could give intensive consideration to one certain area of the program.
 - b. One general session might be devoted to each area, and workshop groups would then develop specific projects and programs in those fields.
 - c. The entire conference might be devoted to one area of the program, especially if this topic is of unusual concern in that particular locality.
3. As lecture topics at college conferences at which P.T.A. leaders are asked to speak.
4. As subjects for articles in parent-teacher bulletins and educational journals.
5. As book-list topics around which to build a bibliography of appropriate and helpful books suitable for use by study or discussion groups.

—Mrs. J. W. Bingham

PARENT-TEACHER . . . 1947-48

Legislation PROGRAM



APPROVED BY THE BOARD OF MANAGERS OF THE
NATIONAL CONGRESS OF PARENTS AND TEACHERS

1. POLICIES

1. Local Control

In all Federal child welfare legislation we recommend the inclusion of provisions that will ensure maximum local control.

2. Federal Grants-in-Aid

In all Federal grants-in-aid to states we support provisions that will place their administration in whatever regularly constituted Federal, state, and local agencies are best qualified, in their respective fields, to administer them.

3. Education

We believe that the integrity of our free public school system should be maintained and strengthened. To that end we support the policy that any or all programs of an educational nature to be administered through the public schools should be channeled through the U.S. Office of Education and thence through the state and local departments of education, and that these programs should be administered with a maximum of local control. Any other programs operating in the schools should be integrated into the regular school curriculum and should be administered as outlined above.

4. Federal Aid for Education

- a. We believe that it is necessary for the Federal government to appropriate funds to supplement those funds raised by local and state governments to provide adequate educational opportunities for all children and youth. We support the principle that any such funds appropriated by the Federal government should go to publicly controlled, tax-supported schools only.
- b. We believe that Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring

(1) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (2) maximum local and minimum Federal control; and (3) encouragement to the states to put forth their highest efforts to equalize educational opportunities within their own boundaries. This aid should include funds for libraries and for the education of handicapped children.

- c. We believe that Federal funds should be appropriated to give aid in the construction of school buildings, after competent, approved surveys have been made.
- d. We believe that Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.
- e. We believe that Federal funds should be used to provide, through the U.S. Office of Education, adequate programs of health and physical fitness for children and youth.
(Wherever a health program is administered by the health department, the school authorities will secure health services for school children with the cooperation of the health department.)
- f. We believe that Federal funds should be used for such programs of adult education as affect the welfare of children and youth.

5. Vocational Education

We recommend the increased control of vocational education by state departments of education, so that vocational and general education may be effectively integrated.

(When the first Federal funds for vocational education were appropriated, boards were set up at Federal and state levels that did not include school people, and the vocational program was carried on under the authority of those boards. Only rather recently has vocational education been put into the hands of the U.S. Office of Edu-

cation, where the amount of funds appropriated for it is large in proportion to those allotted to the other services of this agency.)

6. Rural Security

We support the continuance of the basic principles of rural security, including supervision and guidance services to families, in whatever agency this program is put.

(We support this program because it enables families with children to borrow money for buying and equipping farm homes. Under its rules, supervision, and guidance, many families of tenant farmers or sharecroppers are made self-reliant and self-supporting home owners. Thus the program enables the children in such families to have better schooling, better food, and better health.)

7. Child Labor

We support such Federal legislation as will give necessary protection to child workers, with special emphasis in the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

8. Health

We recommend increased public support for equalized health and health educational opportunities for all children and youth.

We support continued Federal appropriations to maintain maternal and child health services and services for crippled children.

9. Merit System

We recommend the extension of the merit system for civil employees, both state and national.

(The interest of the National Congress in the application of the merit system lies in our desire to see child welfare services administered by people qualified to do so rather than by political appointees.)

10. Disposal of Surplus Materials and Supplies

We believe that unneeded educational,

medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

11. International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

11. ACTIVE PROGRAM

Child Labor

We support ratification by the states of the child labor amendment.

(Eight more states must ratify this amendment before it can become a law.)

Adequate Support for Certain Federal Offices

We support adequate appropriations¹ for the following Federal departments, offices, and agencies:

1. U.S. Office of Education (including a division of creative arts), Federal Security Agency.

(Due to an approximate increase of 30% for salaries and expenses granted by the 80th Congress, this office in addition to its established services, will be able to carry out 3 major projects: (1) Zeal-for-Democracy Program, (2) Science Education Program, and (3) Health and Physical Fitness Program—all in the interest of national security.)

2. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture.

(The 80th Congress cut this bureau's budget by 23%.)

3. Children's Bureau, Federal Security Agency.

(Under the President's reorganization plan, part of which was passed by Congress, the Children's Bureau was transferred to the Federal Security Agency, with the exception of the Industrial Division, which is retained under the Department of Labor. The 80th Congress transferred the law enforcement functions to the Wage-Hour Division with an appropriation of \$110,000 for child labor research.)

4. Federal Extension Service, U.S. Department of Agriculture.

(It is from the funds of this service, matched by state and county funds,

¹By "adequate appropriations" we mean that we support the recommendations of the U.S. Bureau of the Budget, which investigates the requests of each department carefully every year at the time that the budgets are being recommended.

that our county home demonstration agents are paid.)

5. U.S. Public Health Service, Federal Security Agency.

(Funds from the U.S. Public Health Service are sent into the states for health programs of all kinds, as well as for venereal disease control, for better sanitation, and similar objectives. Under the provisions of a bill supported by the National Congress and passed by the Seventy-ninth Congress of the United States, improvement in the mental health of the people of the United States through research, investigation, experiments, and so on, is added to the responsibilities of the U.S. Public Health Service. The Seventy-ninth Congress authorized grants to the states for the survey of hospitals and public health centers and for the construction of additional facilities.)

6. Food and Drug Administration, Federal Security Agency.

(The Food and Drug Administration administers the Pure Food and Drug Act for which the National Congress worked so many years.)

International Relations

As an emergency measure we support H.R. 2910, a bill which authorizes the United States during a four-year emergency period to take its fair share in the resettlement of displaced persons. (See November 1947 *National Parent-Teacher*.)

Federal Aid for Education

1. We support those bills for Federal aid for education that meet our general policies of state control equalization and aid to public, tax-supported schools, channeled through the U.S. Office of Education, with maximum local control.
- *2. We support the principles as cited in S.1011, a bill providing for the education of children on Federal reservations and other federally owned property not subject to state or local taxation.
- *3. We recommend that the education of Indian children be administered through state departments of education and that adequate Federal appropriations be given to furnish educational opportunities equal to those of other American children.
4. We urge the United States government to take steps to facilitate the rehabilitation of Hawaiian schools

STARRED ITEMS

The starred (*) items are new on the legislation program. Watch the *National Congress Bulletin* for list of state congresses that have voted favorably on these new items.

by releasing necessary building materials.

(Funds and labor are available for construction and repairs, but surplus building materials on the Islands are not being released by the United States government.)

School Lunch

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

(Appropriation of \$65,000,000 made by 80th Congress for expansion of the program.)

Library Service

*We support S.48, which provides for the use of Federal funds to demonstrate public library service to people now without it or inadequately served.

(Similar to library bill we supported last year.)

Housing

We support the principles of general housing legislation as expressed in S.866 (Taft, Ellender, and Wagner), the National Housing Commission Act.

(The bill proposes: (1) a permanent national housing agency that will direct and supervise all the activities of the Federal government relating to housing; (2) establishment of research facilities; (3) disposition of war housing; (4) slum clearance; (5) help that will enable people with moderate means to own their own homes; (6) stimulation of the building of low-rental housing; (7) building of public low-rental housing for people in the lowest income brackets who cannot afford to buy homes at any price and who cannot afford to pay more than \$10 to \$30 a month in rent; (8) stimulation of adequate rural and farm housing; (9) credit aids to mutual consumer cooperatives and other nonprofit organizations; and (10) periodic inventory of housing needs. The 80th Congress approved the President's Reorganization Plan No. 3, consolidating all housing agencies under the Housing and Home Finance Agency. See September 1947 *National Parent-Teacher*.)

* National Defense

We believe that in this period of international tension, as we work diligently for permanent peace, our nation should maintain a military force capable of going into action in defense of the nation or in fulfillment of our international commitments. We urge a broad program of scientific development and technological application, a coordinated intelligence service, a strong, up-to-the-minute air force, a strong navy, and an adequate army composed of thoroughly trained, fully equipped men. We urge these rather than universal military training, which at best could no more than produce an unmobilized mass of half-trained boys. We consider a program of universal military training to be unjustifiable for purely educational

purposes, an obstacle to world understanding and world peace, and an inadequate provision for defending the nation under conditions of modern warfare.

(A new bill on universal military training cited as the National Security Training Act of 1947 was introduced by Congressman Towe on July 18 and given the number H.R.4278.)

* Juvenile Protection

We support legislation to reduce juvenile delinquency by providing, through the use of Federal funds, for the care and prompt return home of runaway, transient, or vagrant children going from one state to another without proper legal consent.

We support H.R. 3210, which provides for the use of Federal funds under the Social Security Act for aid to dependent children under the above-mentioned conditions.

* Alcoholic Beverages

We support legislation to prohibit paid advertising of alcoholic beverages as provided in Senate Bill 265.

(This is to prohibit the transportation in interstate commerce of advertisements of alcoholic beverages or the broadcasting by means of radio station of any advertisements of alcoholic beverages. Since the power over interstate commerce is vested in the Federal government, states where the sale of alcoholic beverages is illegal are powerless to prevent these practices or to regulate them by state law.)

Social Security

We support H.R. 2448, a bill that will extend the benefits of social security to the employees of such nonprofit organizations as the National Congress of Parents and Teachers.

III. INACTIVE PROGRAM

Measures for Which No Legislation Is Pending at Present

1. We support measures to abolish the compulsory block-booking and blind selling of motion picture films.
2. We support the general trend toward grade labeling of products, and we oppose the selling by grades of products that cannot be packed by grades.
3. We support a bill similar to S.1670 of the Seventy-eighth Congress providing appropriations for the extension divisions of state universities and land-grant colleges.
4. We oppose the legalizing of a national lottery.

IV. RECOMMENDATIONS FOR STATE CONGRESSES

Laws Governing the Adoption and Guardianship of Minors

Because of serious lacks, abuses, and inequalities discovered in the prevailing system of adoption and guardianship, as revealed in survey reports submitted by the state congresses of forty-three states, the Board of Managers of the National Congress at its meeting held in September 1942 recommended that the legislation committee of each state congress appoint a special subcommittee to find out whether or not the state laws contain the following provisions:

1. Prevention of indiscriminate placing of children.
2. Establishment of a trial period before entering the order of adoption.
3. Mandatory investigation, by trained workers, of the adoptability of the child before his final transfer into an adopting home.
4. Mandatory investigation, by trained workers, of the propriety of the adopting home.
5. Action to make available to the court in all cases, and to the attorneys in contesting cases, the report and recommendations of the investigating social agency.
6. Requirement that the birth certificate omit any reference to a child's legitimacy or adoption.
7. Prevention of the indiscriminate advertising of children for adoption.

The Board further recommended to the state congresses that: (1) if any one of the aforementioned provisions is lacking, a committee including representatives of the bench, the bar, the medical profession, and welfare and child-placing agencies submit suitable amendments for the next session of the state legislature; (2) that when new state laws are to be drafted, specialists in this field be consulted (refer to the Children's Bureau, Federal Security Agency); and (3) that the promotion of activities to improve laws covering adoption and guardianship be made a nation-wide parent-teacher project.

At its meeting in Denver on May 23, 1946, the Board of Managers added the following sections to the recommendations to state congresses:

Laws Governing Safety

Because of the serious rise in the number of highway traffic accidents follow-

ing the increase in traffic since V-J Day, the Board of Managers recommends that each state congress work for:

1. Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an automotive vehicle may be physically and morally fitted to drive and fully aware of his responsibility to the public as the operator of a motor car.
2. Enactment of modern, comprehensive, and uniform traffic laws and ordinances.
3. Universal requirement for all owners of motor vehicles to carry such liability or property damage insurance, or to prove personal responsibility, as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Child Labor Laws

During the war more than half the states passed laws or issued administrative orders whereby standards affecting child labor and school attendance were relaxed. In view of this fact the Board of Managers urges state congresses to work for the repeal of these measures as they affect the employment of minors under eighteen.

Keeping Children Out of Jails

Aroused by the fact that thousands of children throughout the United States are arrested each year and held—many for insufficient reason—under brutalizing conditions in county and city jails, the Board of Managers urges each state congress, through its local units, to:

1. Find out definitely whether children are held in jails while awaiting court hearing or transfer to other institutions. (If they are so held, write to James V. Bennett, director of Bureau of Prisons, Department of Justice, Washington, D. C., for the rating of the county or city jail under consideration, and ask for a free copy of the leaflet *The Jail Problem*, which gives detailed instructions on how to inspect a jail.)
2. Make an inspection of the jail. It is important that the visit be unannounced and that juvenile quarters be thoroughly examined. If the inspection reveals unsatisfactory conditions, publicize them through press, radio, public meetings, and the like.
3. Report findings to the penal committee of the state legislature, requesting that a bill to prohibit putting chil-

dren in jails be framed and passed at the earliest session of the legislature.

4. Bring continuous pressure to bear until satisfactory laws to this end are passed.
5. Follow up with periodic inspections of jails and continued publicity to make sure that laws are observed.

*Fire Prevention

Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents and all officials in the fields of safety education, engineering, and enforcement in putting into effect these recommendations of the President's Conference on Fire Prevention:

1. Study of existing building codes.
2. Strengthening of state-wide fire prevention laws.

TAKE ACTION NOW ON THE STRATTON BILL (H.R.2910)

The Stratton bill (H.R.2910), which appears in the "Active Program" of the National Congress legislation program, will be up for consideration during the next session of Congress. This measure would authorize the United States during an emergency period to undertake its fair share in the resettlement of displaced persons in Germany, Austria, and Italy by permitting their admission into the United States "in a number equal to a part of the total quota numbers unused during the war years." ("Looking into Legislation" in the November issue of the *National Parent-Teacher* carries a discussion of the displaced-persons problem.)

The Citizens Committee on Displaced Persons is urging all cooperating organizations to work vigorously on behalf of the Stratton bill during the next few weeks before Congress reconvenes. The following are some ways that may help to assure an affirmative vote on the measure:

1. Call on your congressmen in person. The possibility of a special session this fall makes it even more urgent that such calls be made soon, while your representatives are still in their home communities.

SPECIAL INSTRUCTIONS FOR MAGAZINE CHAIRMEN

LOCAL PRESIDENTS:

● Please pass on to your *National Parent-Teacher* chairmen the following important instructions:

1. When forwarding subscriptions, please do not put requests for supplies on the same sheet with subscriptions. When sent on separate sheets of paper, the subscription orders and the requests can be taken care of simultaneously by various departments in the office. This saves a lot of time in the handling of mail.
2. Keep the magazine award blanks until a complete report for the year can be made. The subscription campaign closes on March 31, 1948, but chairmen have until April 15, 1948, to file their claims for awards.
3. Please be sure to state with which issue the subscription is to be started.
4. Write as plainly as possible. Carefully check street names, house numbers, and the spelling of subscribers' names. Many magazines are being returned because of wrong numbers and misspelled names.
5. Please send state bulletin subscriptions to the proper state receiving center. Do not send them to the National Office because this only delays service to the subscriber.

2. Adopt a resolution favoring the bill and send it to your congressmen.
3. See that the resolution is followed by letters and telegrams from individual citizens.
4. Schedule a talk on the displaced-persons problem at the regular P.T.A. meeting, or call a special meeting at which the entire program is devoted to the issues at stake.
5. Write to the Citizens Committee on Displaced Persons, 39 East 36th Street, New York 16, New York, for information about:

- *Passport to Nowhere*, a 16mm documentary film showing the plight of displaced persons.
- *Our Delayed Pilgrims*, recordings of a series of four half-hour dramatized radio shows.
- Publications dealing with the displaced-persons problem.



A group of volunteers on duty in the nursery maintained by the Maricopa County Council of P.T.A.'s at the Arizona State Fair. Standing fourth from the left and holding tiny Susie Esparza is Mrs. O. P. Duffy, chairman of the Garfield P.T.A. nursery project.

Parents attending the Arizona State Fair in Phoenix were grateful to the Maricopa County Council of P.T.A.'s, which sponsored a nursery at the fair. Here for a nominal fee Mr. and Mrs. Sight-seer might leave their small fry under the care of conscientious parent-teacher members. Garfield, McKinley, Murphy, and North High schools participated in the project, the first of its kind ever undertaken at the fair.

This valuable community service was wisely turned to good advantage in another way: A display of National Congress publications was almost sure to catch the eye of Mamma and Daddy when they came to pick up Junior at the end of the day!



**THE MEMBERS OF THE
NATIONAL BOARD OF
MANAGERS HOPE YOU HAVE
A PLEASANT THANKSGIVING.**